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ABSTRACT

Current policies and practices in South Korea dealing with international cooperation among the South Korean government, other governments, and various agencies to improve inservice teacher education programs in South Korea are described. The paper is divided into three major sections. The first section provides a rationale for international cooperation in education and for implementing international inservice programs. The second section describes exemplary programs that are being carried out and considers how these programs are meeting South Korea's emerging needs. The third section suggests ways that colleges and universities can expand international programs as part of education personnel training. (CB)

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Subtheme 4: International cooperation for Economic and Social Development

Improving Inservice Training Programs Through International Cooperation: An Experience of Korea

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Rationale

Sweeping changes are the most distinctive feature of the modern world. At an ever increasing pace, innovation and inventions succeed one another in all fields of human endeavor. Education, like other social institutions, is agitated by new ideas that represent a profound break with time-honored traditions. Today, all across Korea the educational scene resounds with experiments to test new instructional programs, new methods of teaching, and new forms of school organizations.

Comprehensive efforts to improve the quality of teachers are, above all things, needed for intended innovation in education. There is a saying that the quality of education cannot exceed the quality of the teacher. The message is clear that increased inservice training programs should be developed in an ever changing world, to improve the quality of teachers. Teachers must constantly be renewed and revitalized and ready to advance new directions. Inservice training programs should, therefore, provide new knowledge, behavior, and skills to revitalize and

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renew teachers, and to supplement the preservice program, without which purported innovation in education could not be realized.

Today's conditions in international relations suggest tremendous opportunities for expanding inservice training programs for teacher internationally. Teachers must be given more opportunities to observe advanced education as well as less advanced education in countries which are experiencing similar problems of educational wastage, rapid enrollment explosion, etc. as part of inservice training programs. Knowledge and experience acquired through the problem-solving process in other countries could serve as useful lessons to teachers and leaders in the field of education who face similar problems in their country. This means a generally accepted principle that learning is enhanced through the sharing of experiences. It can reasonably be expected that the first-hand experiences of observation in other schools and free dialogue between teachers of different countries will prove to be enlightening for all.

Korea is now forced to face a new challenge for the world of competition. She is no longer a hermit nation or "the frog in the well, not knowing the ocean." But she recognizes that cooperative competition must take the place of socially irresponsible competition, in the spirit of international solidarity, mutuality and humanitarianism. Korea has seen changes in needs in international relations,too and in the methods of meeting them, as the educational system of Korea has evolved. Although the outlook is at present poor for cooperation for economic development, there is no reason to suppose that educational cooperation will not play an important role for the improvement of professional quality of teachers.

International cooperation in education usually takes three main forms. The first consists of action for exchange of information, students, and

research materials between different countries and cultures as part of the general pursuit of knowledge, and in order to improve education by the use of the comparative method. The second form consists of action through education to promote peace and international understanding. The third consists of educational assistance for the purpose of economic and and social development. The distinction cannot be made too strictly since exchage of information, for instance, affects both international understanding and educational assistance. This paper is concerned with the first form of cooperation particularly in respect of inservice training programs in international perspective.

Korean schools and colleges have borrowed loans since the 1970's through such organizations as IDA, IBRD, OECD, and the World Bank in an effort to expand facilities and equipments for science and technology education, as tremendous emphasis has been given to science and foreign language education for social and economic development. This form of international cooperation may fall into the form of educational assistance. Further, Unesco and USIS have provided educational materials and financial supports for specific programs or projects with no financial bindings. It is important to note that external educational assistance simply means aid to the recipient, not necessarily linked to a joint effort to achieve a common goal between the donor and the recipient. International cooperation is, however, meant a broader concept than mere external assistance. It is rather joint efforts in which one country gives aid to another on a partnership basis in response to a request from the recipient country. It is necessary that educational cooperation must take the form of cooperation rather than the form of assistance, giving utmost consideration to the internal concerns of the nation. The present internal concern in conjunction with international cooperation in education lies, not in

external assistance, but in the expansion of inservice training programs with advanced educational systems and less advanced educational systems in reciprocal relationship. Of all possible programs for international cooperation in education, those for training of educational personnel should have priority as the social and economic development depends on education and the development of education depends also on the quality of teachers.

In the popular notion, the label of external assistance denotes a one-way flow from developed countries to less developed ones. It must be, however, reminded that even technical assistance cannot be looked at as a one way traffic, as the recipient country of technical assistance require some specialized manpower from the donor country, while they need material products from each other. What it signifies is that international cooperation is always mutually beneficial. Otherwise the exchange system would not work out. Further, it is important to realize the reciprocal relationship for the development of international cooperation in education. In this sense the exchange theory, as one of sociological theories, may be similar to the concept of international cooperation. The exchange theory is a general theory that treats human behavior as a process in which individuals supply one another with valued services or benefits. In order for an exchange to continue, both parties must value the service provided by the exchange partner.

Since educational programs do not produce immediate results, it is suggested that they must be carried out through long-term planning such as a comprehensive intergrated policy for international inservice rather than isolated minor programs for a short term. In any case, opportunities must be widely open to the teachers for observation of other educational systems as part of inservice training programs.

In recent years, extensive research has been conducted on ways and

means of introducing changes into educational systems for innovation. Among these researchers, Everett M. Rogers pointed out that most innovative teachers tend to attend many workshops and conferences held even in a far distance, compared with those who are resistant to change for innovation. This finding also justifies the rationale for overseas inservice programs through international cooperation. It is obvious that more opportunities should be provided for teacher to observe other educational systems as part of inservice training programs through international cooperation. But whose responsibility is it to seize and expand these opportunities for teachers ?

The brkerage role in international cooperation in education has so far been spread in Korea among a host of agencies such as Korean government, Unesco, regional organizations, foreign governments serving Korea, private organizations, and many individuals. But Korean normal colleges and universities responsible for preservice programs have not played a direct role of leadership in widely opening up an avenue for overseas inservice training programs.

Present Policy and Practice

Inservice training is needed in today's complex, demanding world to prepare teachers for rapidly changing futures. The present policy for the inservice training in Korea may be recognized as:(1) to assist teachers in developing skills necessary to implement an ever changing new curriculum, (2) to complement the inadequacies of preservice teacher education, thereby enhancing professional quality of teachers through continuous self-renewal, (3) to keep up with the explosion of new knowledge, and (4) to promote educational innovation through teacher competency and their research.

Understanding that inservice should take up where preservice lets off, inservice education in Korea is being provided by teachers colleges and universities. However, these colleges and universities are busy themselves in . certification process, without giving their arms to universities in other countries for the establishment and successful operation of cooperative endeavor in inservice training.

In general, two forms of inservice training are being given by various inservice training centers of teachers' colleges and universities in Korea. One form of inservice training programs is related to the interest that teachers themselves have demonstrated in improving their professional skills, usually in foreign languages, computer technology, and science laboratory skills, due to the tremendous emphasis in these fields in recent years. Approximately 17,000 elementary teachers and 2,000 secondary science teachers annually involve themselves in science laboratory workshops with the total 60 hours to be spent during vacations, while 1,500 secondary English language teachers undertake 360 hours of language training as part of inservice training programs. This form of inservice training is carried out by local teacher training centers affiliated with teachers colleges and universities. At the same time, The cultural centers operated by foreign governments serving Korea offer local teachers language training service by native speakers during vacation periods to assist inservice training programs here in Korea. In 1986, 80 German language teachers, 84 French language teacher, and 40 Japanese language teachers were trained in theses foreign cultural centers. These governments seem to realize the importance of diffusing their languages to other countries like Korea which enables the language learners

to gain access to their cultures and thereby to establish an intimate relationship through language instruction. This illustrates the principle of mutual benefits in international cooperation in education.

Another major form of inservice training for Korean teachers is related to career change: for example, educational administration, guidance, and counseling. Approximately 1,500 elementary teachers and 1,200 secondary teachers are annually involved in this form of inservice programs. Of course, advanced graduate studies are other channels for career change for teachers. Some 8,000 teachers are currently enrolled in many graduate schools of education throuout the country.

In what follows attempts will be made to delineate and evalute our experiences of overseas inservice training hitherto and to trace the perspective for future needs.

1.Ministry of Education

(1) Short-term tour program: The Ministry of Education provides elementary and secondary teachers opportunity to observe other educational systems through this short-term educational tour as a part of inservice training programs. The present policy for this program may be illustrated as: to let teachers and supervisors compare the educational systems and methods of teaching used in the countries visited; to improve the quality of teachers and a sense of committment in teaching by virtue of tour opportunity; to advance the friendship among nations via better mutual understandings in education and culture, and to raise the morale to the selected superior teachers for such tour privilege.

Short term tour programs are usually carried out through the periods of summer and winter vacation. Total length of tour is limited to 13 days and the Ministry of Education pays for all expenses. This program was first

initiated in 1978 with the total participants of 62 and later expanded in 1986 to 301 to Southeastern countries including Singapore, Taiwan, Thailand, Malaysia, and Japan, 46 to European countries, and 55 to the United States. Although the Korean government has steadily increased in number as years go by, the important point here is that the paucity of public money devoted to overseas inservice programs means that no teachers college or university has yet accepted or has been vested with the responsibility for active collaboration in teacher exchange system.

The following criteria were used in the selection of tour candidates in 1986: superior teachers demonstrated in teaching and research (total 261 elementary and secondary teachers selected); recipients of teacher award(19); supervisors of moral education(17); teachers of rural areas (17); superior teachers demonstrated in school clean up movement(58); and supervisors of inservice training centers(30).

(2) Language training program: as indicated earlier, a great deal of emphasis is being given to the improvement of science and foreign language education nowadays. The Ministry of Education has established arrangements with German, French, and Japanese governments serving Korea for eight weeks of language training as part of inservice training programs in the country where the respective language is spoken. Each government provides simple conversation training to the selected teachers prior to the departure. These foreign governments guarantee their full support and maintenance during their stay in respective countries.

It must be noted that such an experience of language training by Korean teachers could contribute no only to better language instructions

for them but also to world understanding and to an enrichment of human relationship as well, thereby offering mutual benefits to both countries. Obviously these countries are interested in spreading their languages to other people like Koreans, with the goal of establishing an intimate relationship with other cultures, through the means of language acquisition. Despite such mutual benefits, the United States has never been cooperative in offering language training service to Korean teachers. Nevertheless, all Korean students are being taught English from middle school level on up to college as part of requirements.

The overseas language training program for teachers was first initiated in 1979 with 40 participants to the United States by the full support of Korean government and expanded to 50 to the United States, 20 to France, 35 to Germany, and 21 to Japan in 1986. It was reported that the number of participants will be increased this year to 60 by Germany and 26 by Japan, which is very encouraging.

It must also be pointed out that, besides the international cooperation in foreign language training for Korean teachers accomodating them to their countries, these foreign governments operating cultural centers in Korea provide language instructions to 280 Korean foreign language teachers during vacation periods.

Efforts have been made by the Ministry of Education to evaluate the results of short-term tour program and language training overseas. Each participant was required to submit a written report evaluating his or her experience in any of these programs. The common features of reports may be summarized as follows: (a) they could extend knowledge regarding educational system, teaching methods, and culture of the country visited, (b)they could utilize vivid experiences acquired from actual

observations for their classroom activities, (c) they could have ample opportunities to learn how much every country they visited makes an indigenous efforts in providing appropriate educational plans for social and economic development by means of the improvement of education and education personnel programs, (d) by having the opportunity to compare different educational systems, economy, and culture, they could realize their own better, (e) they could see the efforts of each country in preserving the cultural heritage, and (f) the opportunity to visit other lands promoted them toward a friendly attitude to other countries.

No matter how effective these programs may appear based on the evaluation reports by participating teachers, only 402 teachers were involved in this short- term tour program and 126 in foreign language training program in 1986. The 1985 statistical figures show that there are 7,513 teachers at the kindergarten level, 126,233 at the elementary, and 136,273 at the secondary lvel, with the total of 270,019 teachers at work. Total number of teachers is estimated to have been growing at a rate of 19.1 per cent in recent years, whereas school-age population has been growing at a rate of 7.2 per cent. Considering the total figure of 270,019 active teachers and the need of a getting a large enough quantity of the right quality, the present policy of the government in national inservice training in general and overseas inservice programs in particular is inadequate.

2. Unesco and other organizations

As noted earlier, Unesco of Korean Commission has played an important role in the development of Korean education, which began in 1954 to be activated in Korea. Numerous cultural and educational activities have been carried out by the Unesco of Korean Kommission, but

only the distinctive features will be described,paricularly with reference to the teacher inservice programs as part of international cooperation, during 1985 and 1986.

(a) Unesco held teacher workshops to improve the primary education of rural areas and isolated small islands in Korea. (b) Unesco offered local summer instructions in English language for teachers who teach English in the classroom, in collaboration with the International Education Center of the University of Wisconsin in order to improve language capacity and methods of English language teaching for Korean teachers. (c) Unesco arranged and supported ten days international seminar in sport science, jointly with the Korea Sport Science Institute in order to exchange information and sport programs with Asian-Pacific nations, and to improve the leadership in sport field. (d) Unesco published and translated educational reference materials, distributing with no cost to primary school teachers. and (e) Unesco held several regional meetings for the improvement of inservice training programs.

In a survey conducted by Edward A. Pines regarding aids received from Unesco and other international organizations, particulary in respect of inservice education, the primary school teachers responded that Unesco and USIS have provided various audio-visual aids and other teaching materials for the inservice training of Korean teachers. Also in response to a question asking what kinds of educational assistance Korean teachers would like to have from international agencies like Unesco, teachers felt the greatest need for such various progrems in the field

of inservice training as international exchange of teachers for the purpose of promoting international understanding, setting up of an advisory group of foreign experts for the primary teacher training program, publication of educational reference materials and their free distribution, and installation and operation of an educational library in each province.

It was indicated earlier that the national interest and internal concerns should be given utmost consideration for an effective international cooperation in education. The needs felt by teachers as described above represent the internal concerns for the improvement of inservice training programs in Korea. The reader will notice that the international exchange of teachers was pointed out to be one of the greatest need felt by teachers, which demands overseas training opportunities as part of the inservice programs.

In recent years, many schools and universities could afford to purchase new laboratory equipments, sometimes by loans from various international organizations mentioned earlier, sometimes by the funds of governments, and sometimes by private funds, with the imminent need for the improvement of science and technolgy education. In any case, many supervising teachers have been invited, due to training needs for the effective operations of these equipments, to the countries which sold the materials to Korean schools and universities, thereby enabling teachers to get not only technical trainings in a foreign country but also to observe other

educational system and methods of teaching with the use of new equipments in instruction. It is clear that those countries selling equipments make important contributions for Korean schools by helping Korean teachers use the equipments bought more productively even in this type of exchange system. It is the individual teachers who come and go from the institutions that give the international cooperation its vitality or success.

There are, unfortunately, no fully satisfactory figures to draw on in trying to sketch an over-all picture of the size, form, and sources of trades in equipments by international loans or governmental funds and trades in education personnel in connection with laboratory equipment purchase. But it is sufficient to indicate that even in material trade there is also trade in education personnel to follow.

3. Korean Education Association

Korean Education Association(KEA) is an organization, similar to the National Teachers Association of the United States, currently representing 270,000 teachers across the nation. It purports to promote the social, economic, and professional status of Korean educators. In the realm of its international activities, KEA maintains a close relationship with the World Confederation of Organizations of the Teaching Profession, known as WCOTP by providing information and materials to its various member States and by opening up ways and means of overseas experience for local teachers.

In cooperation with WCOTP the Korean Education Association has been offering local teachers opportunities to present research papers with

the teachers of Taiwan and Japan, in collaboration with the Taiwan Education Association and the Japan Education League. Meetings with the teachers of Taiwan are held twice a year, once in Taipei and once in Seoul, with around 30 or more participants, delivering papers by classroom teachers around the common themes like "Improving teaching profession," "Present status of teacher salary system," or "New teaching methods." On the occasion of paper presentations, teachers of both countries are also given chances to have educational tours observing and sharing experience of other school systems.

Besides these international arrangements described above as part of inservice programs, many individual teachers involve themselves in overseas training programs. An over-all picture of individual efforts is very hard to be described here.

Conclusion

In comparison to the period of post-Korean War, Korea, as the world recognizes, has now achieved a remarkable economic and social growth in very recent years. External assistance was imminently needed by various international organizations for the national recovery from the disaster of the Korean War during the 1960's and even through the 1970's. Korea is now struggling to compete with most of the developed countries.

As Korea is rapidly moving toward a developed country, the needs for further social and economic development are quite differently assessed than before. Rather than external assistance as a one-way flow from a developed country, Korea needs an exchange of people with the developed and developing countries in reciprocal relationships, sharing information and experience. She is no longer in the state of being a recipient country

in an international perspective. Further, our experience with other countries have taught that it is important to realize the concept of international cooperation for the relations to be maintained in this era of mutual dependence.

Education as we believe is the best means to a better world, and it depends, above all things, upon the quality of teachers. The quality of teachers can be improved by better inservice programs. It is important to provide inservice programs locally, but, in this ever changing and mutually dependent world, it is also important to extend the inservice programs to other countries. Realizing this importance, Korean government and other organizations have already opened up chances for teachers to share the experiences of other educational systems, methods of teaching, and instructional programs as part of inservice training programs. However, the chances to get such experiences are still very limited to many teachers.

A suggestion is made here that teachers colleges and universities responsible for the preservice and the inservice for teachers should be able to assess the emerging needs for the improvement of inservice training programs and to formulate a long-term stategy in collaboration with foreign universities and international agencies for exchanging teachers in ways which are mutually beneficial. Colleges and universities must play an active role in taking initiative for the promotion of international cooperation in education and especially for the extension of inservice training programs for social and economic development.

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